

Chapter 3

Unrecognized and Undeveloped Abilities

The challenge facing every educator is ensuring that each student reaches her or his fullest potential. Often we cannot clearly see what that potential is, but it is still our responsibility to coach, guide, encourage, and support a student to achieve at the highest possible level.

This section of *C.A.R.E.: Strategies for Closing the Achievement Gaps* will give educators concrete ideas about how to fulfill the responsibility of helping a diverse array of students meet high standards. But first, it may be worthwhile to question a few longstanding assumptions about student ability. In this questioning, we are likely to find that all students have the capacity to achieve at high levels...if we change the way we think about them.

Let's begin by challenging a few closely held beliefs about student learning.

Belief #1: "How Sally scores on the standardized test tells me what she knows and what she can learn."

Challenge: Robert Sternberg (2001), a noted testing psychologist at Yale University has said, "There is no test that can tell you what a child's potential is. It can only give a glimpse of what the child *currently* knows and can do." Standardized achievement tests give only a snapshot of what a child knows and say nothing about the child's potential for learning and growth.

When educators appreciate the broad array of students' interests, communication styles, and ways of knowing the subject matter, they recognize the need for multiple approaches to instruction and assessment. They know that standardized tests seldom allow for tapping into the wide range of what their students know and are able to do. Alternative assessments develop from a

recognition that learning is as much a social event as a cognitive one. For example, in one alternative assessment strategy, educators engage students in the assessment of their own work through student-led parent-teacher conferences (Stiggins 2003).

Belief #2: "We all know what intelligence is. You either have it or you don't. Whatever a child's IQ is, well, that's it."

Challenge: Despite much debate, research, and opinion, we really do not know what intelligence is. All we really have are theories about intelligence, and some researchers suggest there are multiple kinds of it—all kinds equally useful and supportive of student achievement.

This is a vitally important piece of information for educators who have students with diverse backgrounds and experiences, and thus, many ways of knowing and interpreting the world. With an appreciation for the many variations in how students learn, you have the opportunity to be successful with all your students—if you have access to multiple ways of teaching.



Enduring Understanding: Effective educators of culturally and linguistically diverse students find ways to connect school to students' lives and recognize that intelligence can be changed by learning experiences.

Optimal instruction for culturally and linguistically diverse students:

- acknowledges that students come with unrecognized abilities and underdeveloped potential;
- integrates multiple abilities and higher order thinking skills, and fosters autonomy.

Research at major universities over the past 10+ years has resulted in the dismantling of long-held notions about the nature of intelligence. This has been good news for educators who know that many students are smarter than they “test.”

For example, Howard Gardner, a Harvard-based researcher, has been one of the scholars (and perhaps the most familiar) to rethink the idea that intelligence is a single concept that can be measured by a traditional Intelligence Quotient (IQ) test. In Gardner’s view of intelligence, students are able to solve problems and create products using:

- verbal/mathematical/logical abilities (what is usually measured on an IQ test);
- musical, spatial, and bodily movement abilities;
- abilities for understanding oneself and others; and
- abilities to understand the natural world and spiritual ideas (Chen, et al. 1998).

But Gardner’s is not the only theory of intelligence that suggests that 1) intelligence has more than one major aspect; and 2) intelligence can be developed—that you are not limited by what you are born with. Other researchers suggest that intelligence is something that can be grown, developed, and learned (Perkins 1995; Sternberg 2000).

As you work with students from different cultures, economic backgrounds, and home languages, you may find that they are adept at demonstrating what they know using a wide variety of abilities. In addition, you may find that students may start out slow, pick up speed, and catch up with their peers. This can happen when what they are taught builds on what they know from their everyday experiences.

For example, Haberman’s (1991) view of good teaching is contrasted with a “pedagogy of poverty.” A pedagogy of poverty, in

CREDE Standards for Abilities

- **Challenging Activities/Teaching Complex Thinking:** Effective educators of culturally and linguistically diverse students challenge students toward cognitive complexity.
- **Language and Literacy Development Across the Curriculum:** Effective educators of culturally and linguistically diverse students develop student competence in the language and literacy of instruction across the curriculum.

Haberman’s view, entails many familiar teaching practices like assigning and reviewing homework, giving and reviewing tests, and marking papers and giving grades. The balance of teacher control and student autonomy is weighted toward the teacher (Ferguson 2004). “Good teaching,” in Haberman’s view, helps students see major concepts and general principles while applying new ideas to their real-life problem. Good teaching helps students to be engaged with issues they see as vital and develops their capacity to plan their own learning. Furthermore, a ‘pedagogy of promise’ also engages students with applying ideals such as fairness, equity, and justice to their world. For example, effective reading teachers engage students in challenging discussions of the meaning of reading materials that reflect on their direct experiences (Taylor, et al. 2002).

Challenging our assumptions about student intelligence(s) and abilities opens the possibility for students to use their unique ways of understanding the world to grow their intelligence.

Belief #3: “My students don’t speak English: how can I expect them to grasp math concepts and other complex topics?”

Challenge: When educators use appropriate teaching strategies, English language learners (ELLs) can become proficient writers and readers and successful in math, sci-

ence and other core subjects. Sometimes these strategies require that ELLs learn the mechanics of a subject matter using their own language before they make the transition to English. For other students, joining subject matter instruction with language development provides the key to opening students' full potential.

When we consider the central importance of language in learning and in understanding culture, we find a need to become more familiar with our students' everyday lives, beliefs, and values. In their cultures, we are likely to find a foundation for students' grasping of complex concepts and processes.

These common misconceptions about abilities often stand in the way of educators being fully successful, resulting in students missing the opportunity to meet their highest potential. This guide offers practical classroom and school strategies, coupled with suggestions for partnering with families and communities, which enable educators to challenge these beliefs with action.

Abilities References:

Jie-Qi Chen, Mara Krechevsk, and Julie Viens, *Building on Children's Strengths: The Experience of Project Spectrum* (New York: Teachers College Press, 1998).

Ronald Ferguson, *Necessary Policies and Practices to Close the Student Achievement Gaps*, Presentation to NEA Symposium on Critical Issues for Educators, Washington, D.C., 2004.

Martin Haberman, "Pedagogy of Poverty Versus Good Teaching," *Phi Delta Kappan*, 73 (1990): pp. 209-229.

David Perkins, *Outsmarting IQ: The Emerging Science of Learnable Intelligence* (New York: The Free Press, 1995).

Robert J. Sternberg, Presentation to American Psychological Association, Washington, D.C., 2001.

Robert J. Sternberg, *Wisdom, Intelligence, and Creativity, Synthesized* (New York: Cambridge University Press, 2003).

Richard J. Stiggins, *Balanced Assessment: The Key to Accountability and Improved Student Learning* (Washington, D.C.: National Education Association, 2003).

Barbara M. Taylor, Barbara J. Fry, Debra S. Peterson, and P. David Pearson, *Steps for School-wide Reading Improvement* (Washington, D.C.: National Education Association, 2003).



Educator Check-In on Abilities (How Am I Doing?)

Directions: Review the list below. Place a check by those items you practice on a consistent basis. Feel free to discuss these items with your colleagues to expand your practice.

1. ___ I provide ongoing opportunities for students to set their own learning goals.
2. ___ I set my own learning goals in order to increase my ability to work with diverse students and periodically take time to assess how well I am doing.
3. ___ I provide ongoing opportunities for students to assess their own work using self-assessment measures such as rubrics, checklists, etc.
4. ___ I help students learn about their individual cognitive strengths through learning style inventories, explicit teaching of thinking skills, and student self-monitoring.
5. ___ I design instructional tasks that advance student understanding to more complex levels.
6. ___ When I assist students in critical thinking and complex activities, I help them advance their understanding by relating the task to their real-life experience.
7. ___ I promote language development in my lessons through the use of modeling, praising, eliciting, probing, paraphrasing, clarifying, etc.
8. ___ I interact with students in ways that reflect their preferences for speaking such as wait-time, eye-contact, turn-taking, etc.
9. ___ I model and encourage students' use of academic content vocabulary.
10. ___ I provide many opportunities throughout the school day for student-student and student-educator interaction focused on academic content.
11. ___ I encourage and understand the need for students to use their first and second languages during learning activities.
12. ___ I provide immediate and explicit feedback to students on an ongoing basis.

Priorities for my own professional development

Based on the educator check-in, identify three priorities for your own professional development.

1. _____
2. _____
3. _____

Approaches, Strategies, and Activities At-a-Glance Grid		
Approaches	Strategies	Activity Number
Promote Higher Order Thinking	Comprehension strategies Student goal-setting/portfolios	1. Venn Diagram, page 3-6 2. Models of Different Types of Paragraphs, page 3-7 3. Text Representation, page 3-14 4. Learning and Assessing, page 3-14
High Expectations	Hold high expectations for all students	5. Educator Reflection—Educator Expectations, page 3-19 6. Student-Generated Rules for Punctuation, page 3-21
Assessment	Multiple measures Multiple intelligences	7. Educator Reflection—Formative and Summative Assessment, page 3-22 8. Educator Reflection—Multiple Intelligences, page 3-24 9. Multiple Intelligences in the Classroom, page 3-27

Ready-to-Use Approaches, Strategies, and Activities



Activity #1 Venn Diagram

Conceptual understanding beyond rote learning helps to expand struggling students' ability to use their higher cognitive functions. The following activity illustrates one way to do this.

Lesson Preparation

- Grades: K-12
Duration: 20- 45 minutes
Grouping: Whole class or educator-led small groups
Materials: Chart paper, pens
Objectives:
- To compare and contrast characteristics or qualities between two concepts (e.g., story characters, geometric shapes, geographical areas, animals, plants, etc.)
 - To develop critical thinking skills through analyzing similarities and differences
 - To teach academic language
- Assessment: Student participation in the process; student completion of Venn diagram; student ability to interpret the information (orally or in writing) presented in the Venn Diagram

Lesson Delivery

Briefing: Introduce the objectives of this lesson. "Today we are going to study the similarities and differences between _____. " Briefly explain to students how they are going to do this. "We are going to use our critical thinking skills to create a Venn Diagram that will show how concepts are alike and different."

Instructional Frame

• **Part A:** Introduction to Venn Diagram

To introduce elementary (K-3) students to the Venn Diagram:

1. Educator can bring in a set of the following: hula hoops/jump ropes/ yarn and make two intersecting circles.
2. Educator introduces and models vocabulary of "same" and "different" (____ and ____ both have long hair. Their hair is the same. ____ and ____ are wearing different shoes).
3. Educators ask students to identify similarities and differences from items in the classroom (blocks, shoes, etc.).
4. Students place items in the Venn Diagram according to the similarities and differences between the items. The space where the two circles overlap is for items that hold characteristics in common. The external spaces of the circles where they do not overlap are for items that are different from each other. Be sure to give students the vocabulary term "Venn Diagram" so that you build academic language.

To introduce upper elementary and secondary (4-12) students to the Venn Diagram:

1. Educators can provide students with a Venn Diagram worksheet with two intersecting circles.
2. Educators can ask students to think about the similarities and differences between two concepts the class is currently studying.

3. During whole group discussion, model on an overhead or on the board how to use the Venn Diagram to show the similarities and differences between the two concepts. As you model, students follow along, completing their own Venn Diagrams.
4. After the modeling and guided practice, have students work in pairs to complete a Venn Diagram.

• **Part B:** Instructional Application:
Character Analysis

This can be done as a whole group activity or as an educator-led instructional conversation with 3-7 students.

1. Students read two stories by same author and/or different versions of the same story (e.g., *The Three Bears* by different authors, etc.).
2. Educator creates a Venn Diagram on chart paper with titles of books. Educator also provides a worksheet version for each student.
3. Students brainstorm similarities and differences between the main characters of each story.
4. Educator and students discuss similarities and differences.
5. Follow-up activity: Students create a Venn Diagram comparing themselves to one of the characters.

Debriefing

- What worked well in this activity? In what ways did we follow our classroom norms?
- What was challenging for you?
- What are other uses for Venn Diagrams?
- How could we do better next time with this activity?



Activity #2 Models of Different Types of Paragraphs

Providing students with templates or models as they are learning a new skill can be a good way to help them gain confidence in their ability. The templates in this activity were developed for English language learners but are useful for learners of varying ability levels. The "Expository Text Structures Chart" can be used to help students compare different approaches in writing.

Lesson Preparation

- Grades: 2-12
 Duration: 20-40 minutes
 Grouping: Small group, pairs, or whole group
 Materials: Chart paper, markers, "Models of Different Types of Paragraphs" (English and Spanish, (pages 3-10 - 3-13), "Expository Text Structures Chart" (page 3-9)
 Objectives: • To learn ways to use different writing structures to communicate a variety of purposes
 • To teach academic language
 Assessment: Use a rubric rating to assess the quality of students' completed paragraphs.

Lesson Delivery

Briefing: Introduce the objectives of this lesson. "We are going to learn an easy way to write a paragraph to describe _____. " Briefly explain to students how they are going to do this. "We are going to use a paragraph frame to help us learn how to write our paragraphs."

Instructional Frame

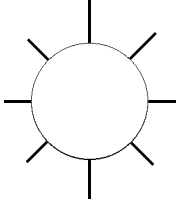
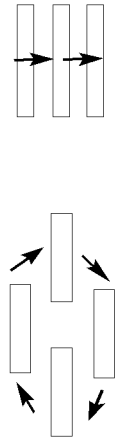
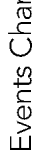
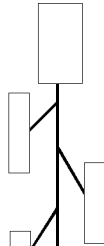

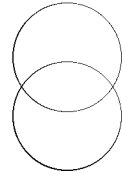
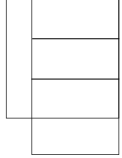
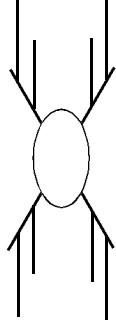
1. Engage students in a conversation about the topic they will be writing about in their paragraphs. Ask the students to share their background experiences and knowledge about the topic. List their ideas using a Web or other graphic organizer on a piece of chart paper. (See "Expository Text Structures Chart," page 3-9).
2. Distribute "Models of Different Types of Paragraphs" to students. Ask students to write a paragraph on the topic they just discussed using the paragraph frame structure to guide their writing. Model this process as guided practice if students are not ready to do this as an independent or partner activity.
3. Ask student volunteers to read aloud their paragraphs to a small group or the whole class. After each one shares, allow students to give appreciations or feedback, such as: "I like the part where you said _____ because _____." Or "I have a question about _____."

Debriefing

- What worked well in this activity?
- In what ways did we follow our classroom norms?
- What was challenging for you?
- What are other things we might use a paragraph frame for?
- How could we do better next time with this activity?

Cristina Sanchez-Lopez, Ph.D., Education Consultant, Illinois Resource Center, (2003).

A+ Expository Text Structures Chart

Type of Text Structure	Purpose	Key Words	Graphic Organizers that Fit the Purpose						
Description	Tells how something looks, feels or acts. Identifies characteristics or components.	Appeared, behaved, felt, acted	Web 						
Time Order/Sequence	Lists sequential information or a series of events. Gives directions for doing or making something.	Before, then, after, following, finally, first, next	Sequence Cycle  Events Chart 						
Cause/Effect	Explains reasons. Tells why something happens or exists.	So, so that, since, thus, because, in order to, therefore, as a result	Fishbone  Arrows 						
Compare/Contrast	Shows similarities and differences.	Both, also, while, whereas, however, yet, but	Venn Diagram  Comparison Matrix 						
Enumerative/Listing	Provides main topic, supporting details, and examples.	First, another, next, also, most important, finally	Spider Map 						
Problem Resolution/Persuasion	Identifies need and importance, suggests resolution, persuades, enlists support, and describes consequences.	Solution, problem, answer, so that, because, as a result	<table border="1"><tr><td colspan="2">What is the problem? Who has the problem?</td></tr><tr><td>action</td><td>result</td></tr><tr><td colspan="2">decision</td></tr></table> Problem/ Solution Chart	What is the problem? Who has the problem?		action	result	decision	
What is the problem? Who has the problem?									
action	result								
decision									



Models of Different Types of Paragraphs

Sequential:

In order to _____, you must follow several steps.

First, _____
_____.

Then, _____
_____.

Next, _____
_____.

Finally, _____
_____.

Chronological:

At the beginning, _____
_____.

After that, _____
_____.

Next, _____
_____.

The _____ ended when _____
_____.



Models of Different Types of Paragraphs

Compare-Contrast:

_____ and _____
are alike and are different in several ways. First, they are alike because _____

but they are different because _____
_____.

Secondly, one is _____

while the other is _____
_____.

Finally, they are alike because _____
_____.

But they are different because _____
_____.

Problem-Solution:

The problem began when _____.
The _____ tried to _____.
_____.

After that, _____
_____.

Then, _____.

The problem was finally resolved when _____
_____.



Modelos de Diferentes Tipos de Párrafos

Secuencia:

Para _____ un/una _____, tendrá que seguir varios pasos. Primero, _____.

Luego, _____.

Después, _____.

Finalmente, _____.

Cronología:

Al principio, _____.

Después, _____.

Luego, _____.

El/La _____ terminó cuando _____.



Modelos de Diferentes Tipos de Párrafos

Comparación-contraste:

_____ y _____
son similares y diferentes por varias razones. En primer lugar, son similares en que _____

pero son diferentes en que _____
_____.

En segundo lugar, uno/una es _____
_____.

Mientras que el otro/la otra es _____
_____.

Finalmente, los dos son similares en que _____
_____.

Aunque los dos son _____
_____.

Problema y Solución:

El problema comenzó cuando _____
_____.

El/La _____ intentó _____
_____.

Después, _____
_____.

Entonces, _____
_____.

Finalmente el problema se resolvió cuando _____
_____.

Activity #3 Text Representation

There are lots of ways to test the reading comprehension of students beyond standardized tests and traditional “read and respond” activities. This activity is a reminder to look for alternative ways for your students to demonstrate their mastery of text and their varying ways of understanding and communicating what they have learned.

Lesson Preparation

Grades: 1-8
Duration: 30–60 minutes
Grouping: Whole class or educator-led small groups
Materials: Dependent on activity
Objectives:

- To demonstrate comprehension of a story using students’ words and creative representations
- To teach academic language

Assessment: Use a simple rubric to rate the quality of the representations that students produce.

Lesson Delivery

Briefing: Introduce the objectives of this lesson. “Today you are going to learn new ways to show what you learned from the story we just read.” Briefly explain to students how they are going to do this. “You are going to use your creativity to select a way to re-tell the story.”

Instructional Frame

1. Students read a story.
2. Students work in pairs to recreate the text using their own language. Activities can include: role-play, written summary, diorama, cartoon sequence.

3. Students present their representation to whole class or small group.

Debriefing

- What worked well in this activity?
- In what ways did we follow our classroom norms?
- What was challenging for you?
- How could we do better next time with this activity?

Activity #4 Learning and Assessing

Use the following resources to help your students set learning goals, reflect on their work and progress, and develop assessment portfolios:

- “Week in Review”(page 3-15)—Use this worksheet each week to help students reflect on their learning. This develops metacognition and critical thinking skills.
- “Self-Assessment for Second Nine Weeks”(page 3-16)—Have your students use this worksheet to help them reflect on their learning over the past semester, and set goals for the next semester.
- “Step-by-Step Decisions and Preparations in Using Portfolios for Student-led Conferences”(page 3-17)—Use this tool to help you plan and develop your student portfolio system. This tool also helps you prepare the students to conduct parent conferences based on portfolio work.
- “Reflections”(page 3-18)—Use these questions to help students reflect on their assignments, projects, and pieces they select for their portfolios.

Week in Review

Dates: _____

This week in English I learned:

a) _____

b) _____

c) _____

This week in Math I learned:

a) _____

b) _____

c) _____

This week in Social Studies I learned:

a) _____

b) _____

This week in Science I learned:

a) _____

b) _____

Two good things that happened this week were:

a) _____

b) _____

Two things I would like to change about this week would be:

a) _____

b) _____



Self Assessment for Second Nine Weeks

1. What have you learned these nine weeks that will help you the most in the future?

2. What gave you the most problems these last nine weeks?

3. What was your biggest success?

4. How do you learn best?

5. What can you do well enough to teach another student?

6. List five things you are going to do next semester that will improve your grades.

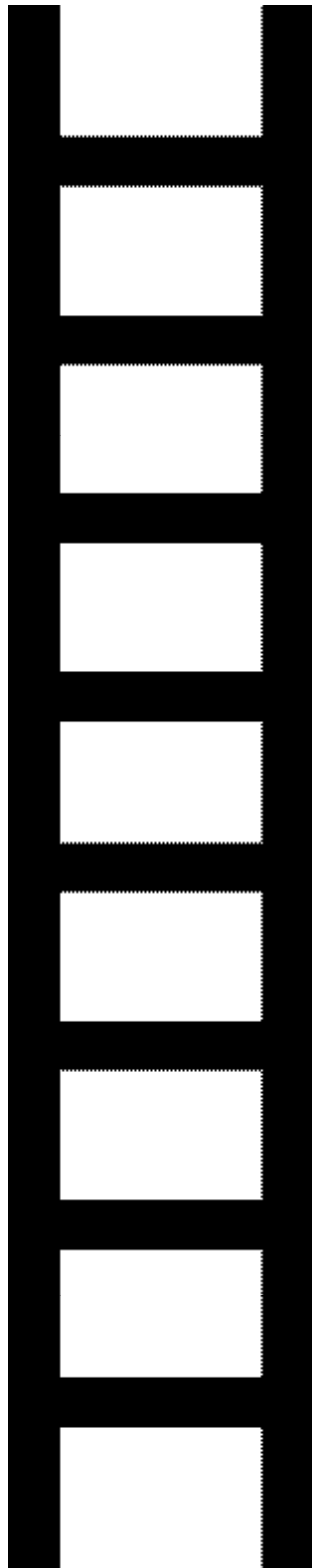
7. Next semester I would like to do more of

8. If I could study anything I wanted I would study

9. The person I admire the most in the whole world is



Step-by-Step Decisions and Preparations in Using Portfolios for Student-Led Conferences



1. Inform parents, students, and administrators about the conference and the portfolio.
2. Decide how you will handle the daily/weekly work and how you will inform parents of weekly progress.
3. Decide how many, when, and where your conferences will be held.
4. Decide how you will handle the day-to-day process of taking up and handing out of papers. Decide details like using sticky pads for reflections, how many assignments students will reflect on, and when they will reflect on them.
5. Choose what kind of storage you will use for daily work and for the portfolio. How will you store these and handle them?
6. Determine what pieces of work you will want to require in the portfolio, and what pieces you will allow the children to choose.
7. Establish when you will build the portfolio and train the children for their conferences.
8. Select what type of invitation you will send and how you will confirm the conference.
9. Conduct the conferences. Plan ahead what to do in the event you cannot get a parent to the conference even after repeated contacts.
10. Analyze, discuss, and reflect on the successes of the conference and how it can be improved. Save these to review before the next conference.

These are just a few examples of the kinds of questions and open-ended sentences to use as the children reflect on individual assignments, projects, or pieces chosen to go in the portfolio.

- What makes this piece of work well done?
- What could you do on this assignment to improve?
- What was difficult about this piece?
- What did you learn doing this assignment?
- How can you use this lesson when you grow up?
- What gave you problems on this piece?
- What did you do on this assignment that shows you are working on your personal goal?
- If you could do this assignment over, what would you do to make it better?
- What helped you learn how to do these problems?
- Why did you choose this piece to put in your portfolio?
- How did you solve this problem?
- What did you learn from doing this assignment that you could share with another student to help them?
- I can improve my grades next semester by_____.
- What I liked most about this assignment was_____.
- I should have done better on _____.
- I can improve how I learn by_____.
- My personal goal is to _____.
- Next semester I would like to do more _____.
- Next semester I would like to learn more about _____.



Activity #5

Educator Reflection— Educator Expectations

Educators are often unaware of their expectations for individual students, but they play a critical role in nurturing the abilities of diverse students. Take a few minutes to reflect on the ways that you can hold culturally and linguistically diverse students to high expectations.

Reflection Process

1. The chart “Holding Students to High Expectations” (page 3-20) lists four kinds of student performance for which teachers have expectations.

2. Review the reflective questions and examples on the chart.
3. Think of examples that illustrate how you practice each of these in your classroom.
4. As you reflect, think about what you have learned about the impact of cultural influences on ability development.
5. In a small group of colleagues, share your examples and listen to what your colleagues do to see what you can apply in your classroom.



Holding Students to High Expectations

Area of student performance for teacher expectation	Reflective Questions	Examples of how I practice these in my classroom
1. Quality and quantity of work	<p>Am I teaching to content and/or state standards?</p> <p>Do I focus on standards that build both skills and higher order thinking?</p> <p>Are my students aware of what good quality work looks like?</p> <p>Have I been explicit with my students about how they can produce high quality work?</p>	<p>I show my students samples of good quality work.</p>
2. Work habits and work procedures	<p>Do my students know the procedures for starting and finishing their work?</p>	<p>I have baskets with labels for "Completed Work."</p>
3. Business and house-keeping routines	<p>Do I co-create classroom norms with my students?</p> <p>Are my students following the class norms?</p>	<p>I do a daily check in with my class about following norms.</p>
4. Interpersonal behavior	<p>Do I teach my students how to communicate, problem solve, and collaborate with their peers and other adults?</p> <p>Do my students relate well to others?</p> <p>Do my students exhibit a sense of confidence and positive self-esteem?</p>	<p>I teach my students active listening skills.</p>



Activity #6

Student-Generated Rules for Punctuation

Frequently, students make the same grammatical errors—punctuating dialogue, capitalization, commas, etc. One way to deal with these errors is to ask students to generate the rules. They remember their own rules far longer than when they read the rule and correct the errors in a punctuation exercise.

Lesson Preparation

- Grades: 6-12
Duration: 45-60 minutes
Grouping: Small groups
Materials: Copies of story, chart paper, markers
- Objectives:
- To help students understand grammar and punctuation
 - To identify patterns of errors students are making and correct them

Lesson Delivery

1. Copy a page from a short story or novel that demonstrates the rules you want students to learn—for example, to teach about punctuating dialogue, choose a piece of dialogue interrupted by an attribution, a question, a dialogue where the speakers change but there is no attribution.

2. Put the students in small groups and distribute the passage. Ask them to imagine that they are creating a new book to help students punctuate correctly.
3. Ask them to write up five rules that explain punctuation for your area of focus (like punctuating dialogue) and to include an example for each rule from the selected passage. Give them hints to help them start: for example, on punctuating dialogue, look at where the commas, quotes, and capitals are located.
4. After checking to see if the rules are correct, consolidate where possible and post the rules on the wall as a reminder during writing time. Students also learn that if they forget the rules, they can just pull down a novel that has dialogue and figure them out again.
5. See the “Patterns of Errors Check List” (page 3-22) for areas you may want to focus on with your students. You can identify your own list based on what you see in their work.

Linda Christensen, “The Politics of Correction,” *Rethinking Schools*, 18, 1 (2003): 20-24 www.rethinkingschools.org



Patterns of Errors Check List

Adapted from Mina P. Shaughnessy's book *Errors and Expectations: A Guide for the Teacher of Basic Writing* (NY:Oxford University Press, 1977).

Using this list as a template, look for patterns of errors under each category: punctuation, grammar, spelling, and syntax. You can add categories for essay and narrative writing as you move into this instruction.

Punctuation

- Capitalization
- End punctuation
- Commas
 - series
 - participles
 - adverbial clauses
 - adjective clauses
- Dialogue quotation
- Academic quotation

Grammar

- Subject/verb agreement
- Basic verb tense (consistency)
- Irregular verbs
- Special usage (case with pronouns, agreement in unusual contexts)

Spelling

- Basic spelling patterns (doubled consonants, silent e, i before e, etc)
- Key standard/nonstandard variations
- Demons

Syntax

- Sentence completeness
- Basic word order (including direct and indirect questions)
- Basic modification (phrases, words, clauses)
- Advanced sentences (parallel structures, periodic structures, variety)

Linda Christensen, *The Politics of Correction*. (Milwaukee, WI: Rethinking Schools, 2003), Volume 18, #1, Pgs. 20-24, www.rethinkingschools.org



Activity #7 Educator Reflection— Formative and Summative Assessment

Use multiple measures to assess students' knowledge, mastery, instructional needs, and learning progress. Some examples of such measures might include:

1. Formative Assessment: measures that assess student progress throughout the year. These measures are important to help inform educators of instructional needs of students on a daily, weekly, and monthly basis:
 - rubrics, (for example, see "Analytic Rubric of Prewriting Skills," page 3-23)
 - checklists,
 - observations,
 - curriculum-based tests (e.g., chapter tests), and
 - portfolios
2. Summative Assessment: typically, these are measures that evaluate student progress at the end of the school year or the end of units, or are used to determine specific levels of student understanding. Summative assessment helps educators and schools evaluate the effectiveness of instructional programs for individual students, as well as overall classroom, school, and district progress each school year:
 - standardized tests,
 - chapter tests,
 - English language development assessment



Analytic Rubric of Prewriting Skills

Student: _____ Grade: _____

Date: _____

Task:

Now that you've finished your writing assignment, take a look at the chart below and find which prewriting skill you used.

	Novice	Developing	Expected	Mastery
Idea Generation	I thought of one idea and started writing.	I thought of a few ideas and then chose one.	I thought of many ideas and then chose one.	I thought of several ideas, solicited ideas from others, and then chose one.
Organization of Ideas	I began writing without a plan.	I jotted a few notes but did not use a graphic organizer.	I used a graphic organizer to develop a detailed plan.	I used a detailed graphic organizer that included my ideas as well as suggestions from others.
Consideration of Audience and Purpose	I did not identify an audience or a purpose.	I identified an audience and purpose but did not write with them in mind.	I wrote with my audience and purpose in mind.	I gathered additional information about my audience and/or purpose before I began writing.
Writing Form and Format	I selected neither the appropriate form nor format.	I selected either the appropriate form or format.	I selected both the appropriate form and format.	After considering possible alternatives, I selected the most appropriate form and format.

Developed by Lori Windler, East Tipp Middle School, Lafayette, IN March 2002

Patti Ralabate, *Meeting the Challenge: Special Education Tools that Work for All Kids*, NEA Professional Library, 2003.

Copyright© 2002 by the National Education Association.
May be reproduced for noncommercial educational purposes.



Activity #8

Educator Reflection–Multiple Intelligences

Think about your own “multiple” intelligences – how did you develop them inside and outside of school? This activity encourages you to reflect with your colleagues on strategies for developing abilities in your students, recognizing the impact that cultural diversity may have on how students demonstrate their abilities.

Reflection Process

1. Think of a typical day in your classroom. Jot down the activities associated with each subject-area block or whatever blocks your day falls into. Use “Eight Ways of Teaching” (page 3-26) to map your activities in terms of the intelligences they call upon. If something calls upon more than one intelligence, put it in all the appropriate cells.
2. Talk with a colleague about his or her understanding of intelligence.

What is “intelligent behavior?”
How do they know what their own intelligence is? How do they use it?

3. Examine the “Summary of the Eight Ways of Teaching” (page 3-25) and discuss with colleagues the strategies you have used with your students. Do you use all sensory modes—visual, auditory, tactile, kinesthetic—when teaching concepts and skills?
4. Think of a specific skill or objective that your English language learners are encountering. Review and discuss what teaching activities, teaching materials, and instructional strategies you would use in planning a lesson for a group of English language learners, using the “Eight Ways of Teaching” as a guide.

The LAB at Brown University, *The Diversity Kit: An Introductory Resource for Social Change in Education, Part I* (Providence, RI: Education Alliance at Brown University, 2002), 54, 47.



Summary of the “Eight Ways of Teaching”

Intelligence	Teaching Activities	Teaching Materials	Instructional Strategies
LINGUISTIC	lectures, word games, discussions, storytelling, choral reading, journal writing, independent reading in many genres	books, tape recorders, stamp sets, books on tape, CD player, keyboard	read about it, write about it, talk about it, listen to it
LOGICAL-MATHEMATICAL	brain teasers, problem solving, science experiments, mental calculation, number games, critical thinking	calculators, math manipulatives, science equipment, math games	quantify it, think critically about it, conceptualize it
SPATIAL	visual presentations, metaphor, art activities, mapping, imagination games, mind visualization	graphs, maps, videos, LEGO sets, art materials, optical illusions, cameras, picture library	see it, draw it, color it, mind-map it
BODILY-KINESTHETIC	hands-on learning, drama, dance, sports that teach, tactile activities, relaxation exercises	building tools, clay, sports equipment, manipulatives, tactile learning resources	build it, act it out, touch it, get a “gut feeling” of it, dance it
MUSICAL	rapping, songs that teach	tape recorder, tape collection, musical instruments, CD player, CD collection	sing it, rap it, listen to it
INTERPERSONAL	cooperative learning, peer tutoring, community involvement, social gatherings, simulations	board games, party supplies, props for the role-plays	teach it, collaborate on it, interact with respect to it
INTRAPERSONAL	individualized instruction, independent study, options in course of study, self-esteem building	self-checking materials, journal, materials for projects	connect it to your personal life, make choices with regard to it
NATURALISTIC	outdoor explorations, observations, experiments, tours of particular environments	notebooks, binoculars, tape recorders, books about nature and environments, photographs and films, CD player	observe it, explore it, listen to it, describe it, gather data or impressions about it

Adapted from T. Armstrong, *Multiple Intelligence in the Classroom* (Alexandria, VA: ASCD, 1994).



"Eight Ways of Teaching"

Intelligence	Teaching Activities	Teaching Materials	Instructional Strategies
LINGUISTIC			
LOGICAL-MATHEMATICAL			
SPATIAL			
BODILY-KINESTHETIC			
MUSICAL			
INTERPERSONAL			
INTRAPERSONAL			
NATURALISTIC			

Adapted from T. Armstrong, *Multiple Intelligence in the Classroom* (Alexandria, VA: ASCD, 1994).



Activity #9 Multiple Intelligences in the Classroom

Educators are not the only ones who need to understand that there are different ways of learning that students bring to the classroom. It is important for culturally diverse students to understand that they each bring different skills and approaches to learning. This understanding helps them build on their strengths and not feel that they must all fit into the same learning mold.

Lesson Preparation

- Grades: 3-12
Duration: 1 hour
Grouping: Whole group, individual
Materials:
- Worksheet – “Multiple Intelligences: Find Someone Who...” (page 3-29)
 - Worksheet – “Survey on Multiple Intelligences” (pages 3-30 - 3-33)
- Objectives:
- To understand learning strengths and differences among classmates
 - To assess personal learning strengths and areas to develop
 - To help students think critically about how they can demonstrate their “intelligences” and strengthen intelligences that are less-developed
- Assessment: Student participation in activities; student reflection during debriefing.

Lesson Delivery

Briefing: Introduce the objectives of this lesson. “Today we are going to learn about all the different ways we can show that we are smart.” Briefly explain to students how they are going to do this. “First we are going to play a detective game called ‘Find Someone Who...’ and

then I will give you a worksheet to help you find out all the ways you are smart.”

Instructional Frame

1. Have students play the “Find Someone Who...” game.
 - a. Try to find a classmate who can actually perform the tasks on the list, not just say he/she can do them.
 - b. Once the person has performed the task, ask them to sign on that line.
 - c. An individual may only sign your paper once.
2. Debrief:
 - What did you learn about your classmates during the “Find Someone Who....” activity?
3. Briefly describe the different Multiple Intelligences. Have them written on chart paper or large cards. Point to the written “intelligence” as you introduce each one.
4. As you introduce each Multiple Intelligence, ask students to share examples of ways they might demonstrate that intelligence. You may want to ask students to work in groups to create illustrations for each of the Multiple Intelligences. These can be used to create a class book so that students can review these ideas throughout the year.
5. Distribute worksheet: “Survey on the Multiple Intelligences.”
 - a. Students complete the survey individually without talking to other classmates.

- b. Once completed, ask students to share their assessments with a partner.
- c. Make sure students understand there are no “right” answers. We all use more than one way to learn and may depend more heavily on one than another.
- d. As a group, have students create a chart of the different intelligences and brainstorm ways that they could show their abilities. Some possible prompts to use are (modify these as appropriate for your age group):
 - What did you learn about yourself after doing the survey on Multiple Intelligences?
 - What are some ways that you show that you are smart?

- What kinds of smart do you feel you need to develop, or do more of?

Debriefing

- What worked well in this activity?
- In what ways did we follow our classroom norms?
- What was challenging for you?
- How could we do better next time with this activity?

Irene McGinty and Noni Mendoza-Reis, *Towards Equity: A Guide for Teaching and Learning in a Multicultural Society, Classroom Applications* (Sacramento: California Department of Education, 1998), 308-312.



Multiple Intelligences:

Find Someone Who...

Las Inteligencias Múltiples:

Encuentra Auna Persona Que...

Directions:

- Try to find someone who can actually perform the following, not just say he/she can do them.
- Once the person has performed the task, ask them to sign on that line.
- An individual may only sign your paper once.

Instrucciones:

- Encuentra una persona quien pueda hacer lo siguiente, no solamente decir que pueda hacerlo.
- Cuando la persona haya hecho la cosa, pregúntale firmar en ésta línea.
- Una persona solamente puede firmar tu papel una vez.

Find someone who can...

Encuentra una persona quien pueda...

- whistle a few notes from a song.
- chiflar unas notas de una canción.

- stand on one foot with eyes closed for at least 5 seconds.
- quedar en un pie con ojos cerrados para a lo menos 5 segundos.

- say at least 2 lines from a rap, poem or story she/he has learned.
- decir a lo menos 2 lineas de un rap, poema o cuento que ha aprendido.

- draw a quick diagram explaining how a pencil sharpener works.
- dibujar un diagrama rápido explicando como sirve una máquina de sacapuntas.

- briefly share a dream she/he had in the past 2 weeks.
- compartir un sueño que tuvo en las últimas 2 semanas.

- complete the pattern: 10, 13, 16, 19, ____, and explain why.
- terminar el patrón 10, 13, 16, 19, ____, y explicar por qué.

- honestly say they are not embarrassed during this activity.
- con honradez decir que no tenga vergüenza durante ésta actividad.



Survey on the Multiple Intelligences

Directions: Check off the statements that apply to you.

Inteligencia Lingüística Linguistic Intelligence

- ☐ Los libros son muy importantes para mí.
☐ Books are very important to me.
- ☐ La lectura y la escritura son importantes para mí.
☐ Reading and writing are important to me.
- ☐ Recientemente, escribí algo con que tengo orgullo.
☐ Recently, I wrote something of which I am proud.
- ☐ Me gusta contar cosas de que he leído a otras personas.
☐ I like to tell things about what I have read to other people.
- ☐ Antes de hablar, leer, o escribir, yo oigo las palabras en mi cabeza.
☐ Before speaking, reading, or writing, I hear the words in my head.

Inteligencia Espacial Spatial Intelligence

- ☐ Tengo sueños vividos en la noche.
☐ I have vivid dreams at night.
- ☐ Prefiero leer libros que tengan muchos dibujos.
☐ I prefer to read books that have many pictures.
- ☐ Me gusta dibujar, colorear o pintar.
☐ I like to draw, color, or paint.
- ☐ Generalmente, sé como navegar en mi comunidad.
☐ Generally, I know how to get around in my neighborhood.
- ☐ Me gusta hacer rompecabezas y laberintos.
☐ I like to do puzzles and mazes.



Survey on the Multiple Intelligences (continued)

Inteligencia del Cuerpo Bodily Intelligence

- Yo juego a lo menos un deporte cada semana, afuera de la escuela.
____ I play at least one sport outside of school each week.
- Es difícil para mí sentarme por mucho tiempo a la vez.
____ It is difficult for me to sit for a long time.
- Me gusta hacer actividades con mis manos como: coser, construir modelos, o trabajar con madera.
____ I enjoy doing activities with my hands like: sewing, building models, or work with wood.
- Necesito tocar cosas para aprender como trabajan.
____ I need to touch things to learn about how they work.
- Prefiero pasar mi tiempo libre afuera de un edificio.
____ I prefer to spend my free time outdoors.

Inteligencia Lógica y de Matemáticas Logical and Mathematical Intelligence

- Matemática y ciencia son mis estudios favoritos.
____ Math and science are my favorite subjects.
- Estoy interesado en las ciencias y la tecnología.
____ I am interested in science and technology.
- Es fácil para mí hacer las matemáticas en mi cabeza.
____ It is easy for me to do math in my head.
- Me gusta juegos de lógico, como el ajedrez o checkers.
____ I like games of logic, such as chess or checkers.
- Creo que se puede explicar casi todo usando las ciencias.
____ I believe that almost everything can be explained using science.



Survey on the Multiple Intelligences (continued)

Inteligencia Intrapersonal Intrapersonal Intelligence

- _____ Prefiero hacer cosas solo que con un grupo.
_____ I prefer to do things alone rather than with a group.
- _____ Escribo en un diario o cuaderno en la casa para recordar mi vida.
_____ I write in a diary or journal at home to record my life.
- _____ Prefiero hacer mis vacaciones en las montañas que en Disneyland.
_____ I would rather spend my vacation in the mountains than in Disneyland.
- _____ Tengo algunas metas que quiero hacer en mi vida.
_____ I have some goals that I want to do in my life.
- _____ Creo que sé en cual cosas hago buen trabajo.
_____ I believe that I know in which things I do good work.

Inteligencia Entrepersonal Interpersonal Intelligence

- _____ Mis amigos vienen a mí para mi opinión.
_____ My friends come to me for my opinion.
- _____ Prefiero deportes con equipos, como el soccer or béisbol que los que se hace solo.
_____ I prefer team sports, like soccer or baseball, more than those that you do alone.
- _____ Tengo a lo menos 4 amigos buenos.
_____ I have at least 4 good friends.
- _____ Prefiero trabajar con un grupo que solo.
_____ I prefer to work with a group rather than alone.
- _____ Cuando tengo un problema, uso mis amigos para resolverlo.
_____ When I have a problem, I use my friends to resolve it.



Survey on the Multiple Intelligences (continued)

Inteligencia Musical Musical Intelligence

- _____ Me gusta cantar.
_____ I like to sing.
- _____ Con frecuencia, escucho a música en el radio, en cassettes, o CDs.
_____ I often listen to music on the radio, on cassettes, or on CDs.
- _____ Yo sé tocar un instrumento musical.
_____ I know how to play a musical instrument.
- _____ Con frecuencia, cuando estoy trabajando o estudiando, hago ritmos con mis manos o en mi cabeza.
_____ Often, when I am working or studying, I make rhythms with my hands or in my head.
- _____ Yo conozco las melodías de muchas conciones.
_____ I know the melodies of many songs.

Inteligencia Natural Naturalist Intelligence

- _____ Las plantas y los animales son importantes para mí.
_____ Plants and animals are important to me.
- _____ Disfruto en estar con animales domesticados.
_____ I enjoy being with pets.
- _____ Me agrada estar en la naturaleza (el bosque, la playa, el parque).
_____ I enjoy being in nature (the forest, at the beach, at the park)
- _____ Me gusta aprender de los animales, las plantas, la naturaleza, o los extremos del sistema solar.
_____ I like to learn about animals, plants, nature, or outer space.
- _____ Frecuentemente me pregunto por que los animales hacen lo que hacen.
_____ I often wonder about why animals do what they do.
- _____ Frecuentemente trabajo afuera, cuidando las plantas, las flores, los árboles, o los jardines.
_____ I often work outside, taking care of plants, flowers, trees, or gardens.
- _____ Me gusta desarmar todo tipo de cosas para aprender como funcionan.
_____ I like to take things apart to find out how they work.

